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ABSTRACT

The Family Literacy: Aid in Reading (FLAIR) program was a project of the Blanchard Community Library (Santa Paula, California), conducted during fiscal year 1992-93. The project involved recruitment, retention, public awareness, basic literacy, tutoring, computer assisted, employment oriented, and English as a Second Language (ESL) programs. The project served a community of 25,000-50,000, and targeted the learning disabled, workforce/workplace learners, migrant workers, and ESL learners. Tutoring was done one-on-one and in small groups, using a variety of methods. The project served 83 adult learners, providing 2,647 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes sample activity sheets, student and tutor information/evaluation forms, and letters announcing tutor training sessions. (SWC)

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Blanchard Community Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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CALIFORNIA LITERACY CAMPAIGN

F.L.A.I.R. / F.F.L. Library Literacy Programs

Blanchard Community Library

Part I.

GENERAL INFORMATION

Blanchard Community Library
FLAIR- Family Literacy: Aid In Reading
119 No. 8th St.
Santa Paula, CA 93060

Elaine Hunt
Literacy Services Coordinator
(805) 525-2384

Grant #R167A20316

Grant Amount: $28,920 Expended: $28,920

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
_X_ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
___ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____
___ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
_X_ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
___ Mentally Disabled
_X_ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
_X_ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe)

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There is no single acceptable method for teaching remedial reading. Our teaching methods and core reading series' are based on results of student assessment of both reading and English language skills. Our selected reading series' and computer assisted instruction employ all educationally sound teaching methods: sight words, phonics, structural analysis, language experience, etc. Our major core reading programs are Challenger, New Beginnings, and Project Star(software program) published by New Readers Press, Contemporary, and Hartley/Jostens. These are used in conjunction with a variety of supplemental material. Additionally, we use special instructional techniques for our learning disabled students.

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-on-one tutoring _X_ small group instruction for ESL pre-reading groups.
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _X_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

We use state developed California Adult Learners Progress Evaluation Process (CALPEP) and California Literacy Campaign quarterly report forms. These forms provide information about our students such as age, gender, ethnicity, education, etc.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _X_ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

All students were initially given selected criterion referenced tests to determine mastery level skills and appropriate placement in reading and written language programs. In addition ESL and handicapped students were given the Comprehensive Adult Student Assessment System (CASAS) to determine their ability to function in the community, and the level of language comprehension. Attachments #1&2 are samples of the mastery tests from our Challenger reading series. If the student does not show adequate progress on the first test then the instructional material is reviewed and a second test is given before moving to the next level.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
*_X_ recruitment brochure
___ resource directory
_X_ evaluation report
_X_ survey
_X_ newsletter(s)
___ other (describe)
**_bookmarks_____
_____

See attachments #3-5

* Brochures - Distributed to schools, businesses, stores, etc.

** Bookmarks - one was designed to recruit tutors from churches, the other for distribution to PTAs, any public gethering, club, social service agency.

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 83
Of those served, how many received direct tutoring service? 83
How many hours of direct tutoring service did they receive? 2,647
How many new volunteer tutors were trained? 21
How many current volunteer tutors received additional training? 25
How many volunteer tutors (total) were involved? 25
How many non-tutor volunteers were recruited? 6
How many service hours were provided by non-tutors? 129
How many librarians were oriented to literacy methods, materials, and students? 15 (Library staff)
How many trainers of tutors were trained? 0 (Literacy Coordinator trains all tutors)

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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NARRATIVE REPORT

Our project goals and objectives for the year 1992-93 were written into our grant proposal and approved as follows:

PLAN OF OPERATION

Our proposed plan of service was designed to respond to the great needs of our large non-literate limited English speaking population. We wanted to expand literacy services to our students and families to include some vital components. Implementation of these expanded services took place from October 1992 to September 1993, and ran concurrently with our regular programs.

PROJECT PURPOSE/GOAL

Our project purpose/goal was to intervene to break the crippling cycle of illiteracy for the many educationally disadvantaged in our community by providing opportunities for participants to develop job market and basic education skills. Our goal continues to be to increase our students' value in the workforce, assist them in helping their children stay in school and provide opportunities to acquire basic literacy skills. We wanted to create positive attitudes toward education and lifelong learning.

Program objectives designed to achieve this goal were to:

1. Continue to provide instruction in those basic literacy and job market skills that enhance employability in the workforce or lead toward higher education for adult learners, and to continue

to provide the ESL instruction implemented in the past year as a result of our LSCA Title VI grant. In addition to our one-to-one instruction, we proposed to add small group (3-to-1) sessions called pre-reading groups that would focus on expanding ESL students' vocabulary to the point where they could benefit from English reading instruction.

2. Continue to present/expand our consumer information events that focus on consumer issues and include vocabulary supplementation (ie. understanding vernacular, procedures used in medical, legal, health and financial services) and to reduce the vulnerability of the illiterate learners in a literate society.

3-4. The funding for the third and fourth objectives to expand our family literacy program that serves children 2-10 years old was not allowed by the U.S. Dept. of Education because it served children as well as parents. So those objectives will not be addressed in this narrative.

5. Provide a variety of educational software and adequate supervision in the computer instruction component of the program for our adult learners as well as their children.

I. ACTUAL ACCOMPLISHMENTS

We implemented our goals and objectives as written, with the exception of 3 and 4 which were not allowed. The other objectives were met in the following ways:

1. In order to enhance our students' value in the workplace we added a math component to our instructional sessions this year in response to numerous student requests. This math component is vital to new readers who need basic math skills as well as

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reading for employment, pre-GED skills and preparation for higher education.

To prepare our tutors for this responsibility we provided training, and purchased appropriate materials in the form of both printed and software instructional resources. We also recruited tutors with strong math backgrounds. The instructional material selected for this component was Math For The Real World, a printed series, designed for adult learners, which emphasizes the practical application of basic math skills. This series contains pre and post testing for mastery and cumulative reviews at the end of each unit. In addition, the computer courseware Mathematics 100 was purchased to reinforce the one-to-one tutoring sessions. This software is written at a 3-4 grade level for remedial adult students.

We also continued our ESL component in our one-to-one tutoring sessions for reading and written language. Ongoing training sessions for tutors were presented plus individual assistance and instructional techniques for working with the limited English speaker. The teaching material used, Real Life English Series, is a program geared toward adults, with practical, daily life conversation presented. We also used a variety of supplemental material, including the extremely helpful The ESL Teacher's Book of Lists and The New Oxford Picture Dictionary. We trained our tutors in methods of teaching limited English speakers, focusing on: the differences in English and Spanish reading; the use of the Student Oral Language Observation Matrix (SOLOM) to judge levels of language production in order to

select effective teaching strategies; understanding the difference between a reading and a linguistic error; and recognizing those skills that do or do not transfer readily. To further address this need, we formed small pre-reading conversational language groups and recruited tutors who were willing to work with a group of three students. These groups were composed of students who, for a variety of reasons, could not take advantage of adult education classes at the high school level. These variations in our ESL component allowed us to serve our highly motivated learners more effectively. Santa Paula's needs dictate that the highest priority of our adult program is that it be geared to enhancing the abilities of students who are trying to develop their skills in English as a second language, as well as become literate.

2. We continued our consumer/community information events because it is important that we provide our adult learners with practical support in everyday living during the learning process. We presented Consumer Information Nights dealing with subjects such as: effective job applications and interviews, health care services available such as free clinics for dental or optical needs, and workshops on immigration questions and assistance. Tutors were asked to expand this effort by referring students to a list of public agencies designed to help them with specific needs. Also tutors were asked to use supplemental reading material on those consumer subjects contained in simple scriptographic pamphlets purchased explicitly for this purpose (ie. Checking Accounts, 20 Ways Not To Be Swindled, About

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Personal Safety, The Law and You, etc.).

3&4. Objectives 3&4 which involved our Families For Literacy program were not allowed in this grant, so they were funded by other sources.

5. Through grants and donations we purchased three more computers with stations and voice synthesizers. This brings our total to five computers and one printer. We also converted part of the library's storage area to a large 20'x20' computer/study room. This room houses all the computers, has 3 study cubicles, places for 4 or 5 listening stations where students can listen to English language tapes, and on Saturdays is used for tutor training and workshops. This room was made possible by donations from Southern California Edison, Soroptimist International of Santa Paula, and Community Development Block Grant Funds from the City of Santa Paula.

We purchased Projects Star, an integrated computer based reading program and a similar type math program. Both teach in small sequential steps and are correlated with tutor instruction that supplements computer assisted instruction.

Our computer program is extremely successful and has exceeded our expectations. We also have a constant flow of people who want to listen to our English tapes and wait for available tutors. Our room with the computers and tapes is in constant use. Our learning disabled students especially benefited from this program as they were able to learn and repeat lessons/concepts using a different form of instruction. The interaction of the student with the courseware as well as his/her

tutor is very effective.

There were no other changes in our projected activities besides the families' objectives that were disallowed. We started out with a pretty clear idea of what it would take to reach our goals and objectives.

II. PROPOSED AND ACTUAL EXPENDITURES:

We did not ask for any major budget changes. Our proposed and actual expenditures in each budget category were the same.

III. DETAILS OF OTHER ACTIVITIES:

1. Materials acquired were:

   Writing for Challenger Series - Skill building writing exercises for each lesson and correlated with all levels of the Challenger Adult Reading Series. This material helps with teaching reading and writing skills together.

   Consumer Information Booklets from Channing L Bete Co. (a variety of subject areas)

   Math Programs-Printed series' - multiple copies and comprehensive software program which included eight levels ranging from simple addition to beginning algebra.

   Hi/lo Interest/reading - books for supplemental reading. ESL materials - Real Life English series. The New Oxford Picture Dictionaries. English tapes, tape recorders.

   Replacement instructional materials in all academic areas.

2. In late August, a needs assessment that included present students and tutors and also students and tutors who had dropped out over the past year was conducted. (See sample attachments #6-9) Reasons for dropping included changes in work schedules, personal or family illness, loss of job that forced a move. Suggestions for improving the program included mainly more instructional time and longer library hours.

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3. A tutor training session is held monthly, generally the second or third Saturday of the month. Twice a year a full day's inservice is provided, with subject specific workshops tutors can sign up for. We also contract with an ESL instructor from Ventura College to train tutors in techniques for working with limited English speakers. (See sample attachments #10-12)

IV. ROLE OF THE LIBRARY

This year Blanchard Community Library participated mainly as a resource and site only. Although our library is very supportive of the literacy program, it suffered devastating funding cuts which reduced the ability of the staff to participate in the literacy programs as much as it has in the past. Our Children's Librarian coordinates the Families For Literacy program, but our other staff members can do little more than answer students' or tutors' questions, and encourage them to take out library cards and use other library services. However next year will bring major changes. In the November election Santa Paulans voted in a $25.00 per parcel property tax to support the library. This money will allow us to restore our library open hours, and resume many services that were cut because of reduced funding. In this period of depressed economic times, we feel that Santa Paula citizens have shown how strongly they value the library and how concretely they are willing to support it and the services we offer.

V. AGENCIES AND ORGANIZATIONS INVOLVED:

We, along with other literacy providers in Ventura County,

are participating in the "Literacy Summit", organized by the County Superintendent of Schools. This coalition was formed with the purpose of establishing an ongoing effort to address the serious problem of functional illiteracy in our county.

We work with the Vocational Center of Ventura College here in Santa Paula and refer students reciprocally as their educational needs are determined. We also network with counselors for Ventura County Mental Health and the Association For Retarded Citizens to determine those clients who may benefit from reading instruction. We work with Santa Paula Union High School in planning and presenting small classes in Written Language for our advanced literacy students. Those classes serve the students by preparing them to go on to adult education, GED classes, and to help them transition from one-to-one tutoring to a successful classroom situation.

Our literacy program has established a partnership with Southern California Edison who has given us a yearly donation of $2,000 and provided us with partitions and furniture for our computer instruction room. In addition, Southern California Edison gives us booklets and material for children and offers the services of their representative in charge of community education.

VI. OTHER SITES:

The facilities used by our literacy project are: the library for offices and administrative purpose, storing instructional materials and supplies, computer assisted instruction, family literacy meetings, student evaluations, tutoring sessions and

tutor training workshops: the Santa Paula Community Center and St. Paul's Episcopal Church for tutoring sessions. Also, some of our student/tutor teams meet in their private homes. This is especially true for elderly or handicapped tutors who want to teach but for whom driving maybe a hardship.

VII. THE IMPACT OF THE FEDERAL PROJECT:

I believe that the best way to tell you of the impact the Federal Project had on our literacy program is to include this letter written to us from a tutor about one of our students. While this letter features just one of our students, it is a variation on the impact of the program on all our students.

FLAIR Program

Blanchard Community Library

Dear FLAIR Co-workers:

There are two ways to get to the top of an oak tree-sit on an acorn, or start climbing. That was Jose Huizar's dilemma about 2 1/2 years ago. He had established several goals but wasn't sure where or how to go about achieving them, until he heard about the FLAIR Program. He knew he had to improve his reading and writing skills because he wanted to get a California Drivers License; pass his GED tests and get his high school diploma, and eventually become either a Dental Aide, or a Teacher's Aide.

Enrolling in FLAIR was his first step. Some months later he passed the reading exam for his Driver's License and that

completed Goal 1.

Jose was diligent in working on his English Grammar, sentence structure, parts of the English language (nouns, verbs, adjective, adverbs, contractions, etc.). One of our basic worksheets was the crossword puzzle listed weekly in the FLAIR Newspaper. Every week his first homework assignment, was to complete as much as he could on his own and then bring it to class. He and I would complete the puzzle together and each new word would assume a new role for next week's assignments. He then had to write sentences using the words or incorporate them into a story. But within several months, his imagination and initiative were beginning to pay off and each week I looked forward to seeing what Jose had dreamed up for the next class. He had a part-time job at Kentucky Fried Chicken and he used his kitchen experiences there as basis for many of his story plots.

His vocabulary increased by 3-400%. His spelling had to be corrected otherwise the crossword puzzle wasn't going to fit together. About 8-9 months into that routine, he had a chance to try for a Teacher's Aide spot at Grace Thille Elementary School. His reading and story telling skills proved to be the key to achieving Goal 2. He's been elevated to supervising the Computer Lab at the School, with a slight pay increase.

In November '93 Jose completed his GED, passed the writing tests, and picked up his long overdue High School Diploma. Come January 18 '94, FLAIR Student Jose Huizar becomes a College Freshman. These two and a half years were well spent on working towards and achieving these goals.

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Good Luck Jose. you've been a great student and a credit to the FLAIR Program. I'll miss you.

Sincerely,

Mark Eaton, Tutor

Santa Paula is a poor city because so many of our people live at the poverty level. This Federal grant was a major source of funding that allowed us to offer literacy services to functionally illiterate Santa Paulans. Our library literacy program offers hope and dignity to the people who come to us almost apologizing for not having a ticket to the world and leave with a new sense of self-esteem and personal worth. We are very grateful for the help we have received from the LSCA Title VI.

Review: Lessons 1-20

Challenger #5

ATTACHMENTS #1&2

ELIODORO HURTADO

SWITPSULA

1 **Twenty Questions.** Choose a word at the left to fill in each blank.

A.D.
John Adams
Aesop
Atlantic City
B.C.
Bacchus
banns
Bethlehem
boycott
Louis Braille
cabinet
Thomas Edison
Genesis
Germany
Midas
New York City
Philadelphia
physique
veto
George Washington

1. The Greek writer of fables is Aesop.
2. The Greek god of wine was Bacchus.
3. The king in a Greek story who, at first, thirsted for gold was Midas.
4. The first book of the Bible is Genesis.
5. The town in which Jesus was born is Bethlehem.
6. B C is used to express time before the birth of Jesus.
7. AC is used to express time after the birth of Jesus.
8. The first president of the United States was George Washington.
9. The second president of the United States was John Adams.
10. If the president doesn't agree with a bill, he can vete it.
11. The president's cabinet is made up of men and women who head the different departments and give the president advice.
12. The largest city in the United States is New York City.
13. The "city of brotherly love" is philadelphia.
14. The American city that is well-known for its Boardwalk is Atlantic City.
15. The country that was split into two countries after World War II ended is Germany.
16. The American who invented the light bulb is Thomas Edison.
17. The Frenchman who invented a system of reading for the blind is Louis Braille.
18. A Boycott is a situation in which people stop using something or dealing with somebody because they want to force a change.
19. Physique refers to the structure and form of the body.
20. Banns are published to state that a man and woman intend to be married.

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2 **Word Review.** Fill in the blank with the word that best completes the sentence.

1. "Don't worry, it's plastic," said Lily just after her weekend guest had knocked the vase off the bookshelf by accident.
   (a) brittle (b) elastic (c) plastic (d) vanished

2. As Carl waited to be treated for the injury he had received during the soccer game, his entire body ached so badly, he was sure he would never be able to play another game.
   (a) ached (b) jiggled (c) spurted (d) whooped

3. When Karen could no longer tell which niece was which, she realized that her eyesight was not as keen as it used to be.
   (a) blurred (b) eager (c) keen (d) mindful

4. The coach requested that the net be fixed so volleyball practice could start on time.
   (a) golf (b) hockey (c) soccer (d) volleyball

5. Before the guard had a chance to say even one word, the prowler started pleading, "Have mercy on me. Don't turn me in."
   (a) justice (b) mercy (c) passion (d) self-pity

6. The student could not understand how he was ever going to learn the names of all the rivers in Asia for the geography quiz.
   (a) English (b) geography (c) gym (d) physics

7. At the lecture Tuesday night, the speaker made such an impact on Jimmy that he decided to stop smoking just as soon as he finished his last pack of cigarettes.
   (a) advance (b) explosion (c) impact (d) outburst

8. The inspector declared that the crew had done such a spotty repair job on the tracks that every single person should be fired.
   (a) perfect (b) spotty (c) thorough (d) unbelievable

9. At the precise moment that the telephone rang, someone started pounding on the front door, and Elizabeth didn't know which to respond to first.
   (a) hectic (b) impossible (c) precise (d) urgent

10. Upon noticing how often his children used the computer he had just bought them, Fred decided he had made a wise investment.
    (a) improvement (b) installment (c) investment (d) replacement

11. After having heard his employees explain how much ill feeling his new plan would cause, the manager decided to reverse restrain his decision and continue using the former plan.
    (a) restrain (b) reverse (c) review (d) revolve

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"Don't mind her," said Mother as her teenage daughter stormed off to her bedroom and slammed the door. "She's just going through a phase."

(a) occasion (b) phase (c) phrase (d) symptom

13. Lee was convinced that, if she just persisted, her employer would give her a raise sooner or later.

(a) bothered (b) gossiped (c) persisted (d) survived

14. "This argument is really petty," exclaimed Margaret. "Who cares whether we serve turnips or squash for Thanksgiving dinner!"

(a) ceaseless (b) delicate (c) petty (d) personal

15. As the woman tripped over the coffee table, the photographer said, "I'm sorry, but I just don't think you have the poise necessary to pose for these pictures."

(a) emotion (b) physique (c) poise (d) safety

woman
women

3 **Synonyms.** Match these synonyms.

alter
annoy
brim
coffin
disperse
error
frail
hoax
jewel
marriage
nation
parcel
prod
soup
worry

soap
1. broth

coffin
2. casket

alter
3. change

nation
4. country

brim
5. top edge

hoax
6. fraud

worry
7. fretar/preocuparse

jewel
8. gem

prod
9. goad

error
10. mistake

parcel
11. package

annoy
12. pester

disperse
13. scatter

frail
14. weak

marriage
15. wedlock

soap

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4 **Antonyms.** Match these antonyms.

absent
blurred
cease
distressful
doubtful
faultless
holy
host
mountain
petty
roomy
scatter
uncle
wealthy
zigzag

uncle	1. aunt
doubtful	2. certain
blurred	3. clear
scatter	4. collect
cease	5. continue
roomy	6. cramped
faultless	7. flawed
host	8. guest
petty	9. important
wealthy	10. needy
absent	11. present
distressful	12. relaxing
holy	13. sinful
zigzag	14. straight
montain	15. valley

5 **Homonyms.** Complete the following sentences with the correct homonyms.

by *and* bye

1. "Bye and have a great time in Colorado," said Phyllis as she stood by the gate and waved to her cousin.

in *and* inn

2. When a diner shouted "Fire!" in sheer panic, the dining room of the inn was empty in just a matter of seconds.

Fill *and* Phil

3. "Fill 'er up," said Phil proudly as everyone at the gas station turned to admire his Rolls Royce.

him *and* hymn

4. "Even if he thinks it's no good, can't you convince him to sing the hymn I wrote for the Easter service?" begged the parson.

ball *and* bawl

5. Glaring at his classmate, Solly said, "If you're going to bawl every time I throw the ball to someone else, you can't be on my team."

and aloud

6. Even though he felt disappointed when his uncle told him he would not be allowed to carry the gun on the hunting trip, Chris said aloud, "That's okay, I'll just carry some of the camping gear."

main *and* mane

7. The main reason the horse's mane looked so awful was that the groom had been ill for two weeks.

read *and* reed

8. Because John didn't bother to read the fine print, he damaged the reed in his English horn the very first time he used it.

peaked *and* peeked

9. When Ralph peaked between his fingers to see how his horse was doing in the race, he groaned, "Oh, no, I think my horse peaked too soon!"

pore *and* pour

10. It seemed to Nancy that every pore reacted in terror as the nurse began to pour the burning liquid onto her wound.

incite *and* insight

11. It didn't require much insight on the part of the police officers to recognize who would incite the townspeople to form a lynch mob.

sole *and* soul

12. "Not a soul will ever realize that my sole reason for the crime was to see whether or not I could get away with it," chuckled the pirate.

6 **Word Sound Review.** Choose the word in each line that does *not* have the same sound as the underlined letters in the first word and write this word on the line.

1. **frail:**	against	faithful	raid	waistline	against
2. **peak:**	bead	cleanse	leash	peanut	cleanse
3. **looter:**	booth	shoot	woody	zoo	woody
4. **pillow:**	bowling	chow	rowboat	shown	bowling chow
5. **blouse:**	double	doubtful	lounge	sourpuss	sourpuss double
6. **sty:**	bystander	Pyrex	style	symptom	symptom
7. **zigzag:**	tango	target	underdog	urgently	urgently
8. **ache:**	barge	engage	polite	recipe	recipe
9. **Chris:**	child	Christmas	chrome	echo	child
10. **custom:**	citizen	comma	delicate	garlic	citizen

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Second Review

Eduardo Morales Castillo 08/17/19

Say these words out loud.					
brave	brain	drain	dream	cream	crime
crumb	thumb	thing	think	sink	sank
still	chill	child	mild	mind	blind
twist	wrist	wrong	strong	string	wing
march	match	patch	past	last	lost
climb	clip	trip	train	sprain	spray
skirt	shirt	short	shout	south	sound
shatter	platter	plate	place	plain	stain

age	class	dare	eel	file	cry	clip	blow
cage	gas	fare	feel	mile	dry	dip	flow
page	glass	flare	keel	pile	fly	hip	low
stage	grass	spare	peel	smile	fry	strip	slow
wage	pass	square	wheel	while	why	whip	show

1 Read and Write. Choose the best answer and write it on the line.

1. Roy was a brave, strong man, but when he saw a mouse, he felt helpless.
   (a) harmless (b) helpless (c) hopeless (d) jobless

2. Kate took such a huge handful of popcorn that there was none left for Eddie.
   (a) handful (b) harmful (c) helpful (d) useful

3. "We can't have pets where we're renting now," said the little boy sadly.
   (a) firmly (b) loudly (c) lovely (d) sadly (e) safely

4. The fuse box was in the cellar near the two old tubs.
   (a) cellar (b) center (c) splinter (d) stranger

5. "That's the last time I try to bake a cake," said Kate firmly.
   (a) Don't (b) Won't (c) That's (d) What's

6. "I only got twenty minutes to eat lunch today," said Dan.
(a) I (b) I'll (c) I'm (d) I've

7. "Didn't I see you downtown yesterday?" asked Linda.
(a) Can't (b) Didn't (c) Couldn't (d) Shouldn't

8. "If you want to be a writer, you must know a lot about words," said Mary's father.
(a) winner (b) wonder (c) worker (d) writer

9. When the boxer's eye started to bleed, they knew it would be unsafe if he went on fighting.
(a) unhappy (b) unlucky (c) unsafe (d) unwrap

10. Aunt Louise says that feeling guilty about hurting a friend's feelings is a waste of time. Just say you're sorry and get on with your life.
(a) guilty (b) lucky (c) needy (d) rosy

2 **Numbers.** Use this list of words to answer the questions. (You will not need to use all the words on the list.)

one	six	eleven	sixteen	thirty
two	seven	twelve	seventeen	forty
three	eight	thirteen	eighteen	sixty
four	nine	fourteen	nineteen	ninety
five	ten	fifteen	twenty	million

twelve 1. How many months are in a year?

seven 2. How many days are in a week?

sixty 3. How many minutes are in an hour?

two 4. How many hours do you meet each week with your teacher?

thirteen 5. What do most people think is an unlucky number?

one 6. What do most people think is a lucky number?

sixteen 7. What is the sum of thirteen plus three?

two 8. How many lungs do you have?

one 9. How many spleens do you have?

I don't know 10. How many cells are in your body?

Read and Write. Choose the right answers and write them on the lines.

1. Mother is to woman as father is to man.
   (a) brother (b) father (c) female (d) male

2. Shirt is to blouse as pants are to slacks.
   (a) clothes (b) legs (c) men (d) slacks

3. Beef is to cow as pork is to pig.
   (a) chops (b) ham (c) lamb (d) pig

4. Loud is to soft as roar is to silly.
   (a) hushed (b) kind (c) lovely (d) silly

5. Most is to least as best is to worst.
   (a) bad (b) badly (c) worse (d) worst

6. Calm is to relaxed as mad is to tired.
   (a) cope (b) mistake (c) tired (d) upset

7. Ground is to sky as floor is to ceiling.
   (a) ceiling (b) house (c) room (d) top

8. Deer is to swift as snail is to slow.
   (a) monkey (b) skunk (c) snail (d) squirrel

4 **Word Pairs.** Use a word from the left row to put on the first line. Use a word from the right row to put on the last line.

black		blue
bride		dogs
cats		eggs
ham		fork
knife		groom
reading		pepper
rod		reel
salt		snails
Saturday		Sunday
snakes		thin
soap		water
thick		writing

1. Many people put this on their food.

   salt and pepper

2. You watch them get married.

   bride and groom

3. This is the weekend.

   Saturday and Sunday

4. You use these when you eat roast beef or steak.

   knife and fork

5. Some people like this for breakfast.

   ham and eggs

6. You clean the dishes with

   soap and water

7. What are you learning more about in this class?

   reading and writing

8. You need this for fishing.

   snakes and snails

9. If you're hurt badly, your skin turns

   black and blue

10. Some people fight like

    cats and dogs

11. According to an old verse, this is what little boys are made of.

    _____ and _____

12. Good friends see you through

    thick and thin

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Read and Write. Answer these questions in good sentence form.

. Are you most happy in a big city, a small town, or the woods?

I most happy in a small town.

. Do you use cream in your coffee, or do you think black coffee tastes better?

I like use creown in my coffee.

. Do you think men are better drivers than women, or do you think women are better drivers?

Bath are good drives.

. When you feel you are in danger, do you freeze, or do you run for your life?

I run fast

. Which do you like best at an amusement park—the games, the rides, or the food?

I like best the games.

. Are you careful with money, or do you blow it as fast as you get it?

I take care with my money

. Do you think there should be a law that makes people use seat belts when they drive, or do you think people should make up their own minds about using them?

I think is good a law for use seat belts

. What do you think of the work you have done in this reading book?

~~Yes~~ I think is good.

. Do you like telling other people how you feel about things, or do you like keeping your thoughts to yourself?

I telling my wife all.

F.L.A.I.R. / F.F.L. Library Literacy Programs

Blanchard Community Library

September 2, 1993

ATTACHMENTS #6-9

Dear Students:

During the long summer months, our students and tutors often go on extended vacations. So we sometimes lose touch with people for a little while. We would like you to help us update our information. Also we would like to hear your suggestions for improving the program. Please help us by answering the following questions and returning the form in the self addressed envelope, or ask Elaine or Barbara for help.

	CHECK ONE	
	YES	NO
1. I am enrolled in FLAIR and:		
working with a tutor now	X	
would like a new tutor		X
working on computers with tutor		X
working on computers without a tutor		X
2. I am not in FLAIR now because I:		
lost my tutor		X
changed my work schedule		X
moved		X
met my goals		X
need to speak with Elaine or Barbara		X
3. I am working with my tutor who:		
is easy to talk to	X	
listens to what I have to say	X	
uses simple words I can understand	X	
respects me as an individual	X	
understands what my goals are	X	
is not too strict or too hard on me		X
meets with me in person twice a week		X

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4. I value the help my tutor gives me and I:

	YES	NO
am on time for our meetings	X	
call my tutor if I will be late or absent	X	
do the homework he/she assigns	X	

5. If I had three wishes about things that would help me in this program, they would be:

1. I would like learn more English.

2. [illegible]

3. [illegible]

NAME: Yasmin Dominguez

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F.L.A.I.R. / F.F.L. Library Literacy Programs

Blanchard Community Library

September 1, 1993

Dear Tutors:

During the long summer months our students and tutors often go on extended vacations. Because of this we sometimes lose touch with people for awhile. Now we would like for you to help us update our information. We would also like to hear any suggestions you have for improving the program. Please help us by answering the following questions and returning the form in the self addressed envelope.

	CHECK ONE	
	YES	NO
1. I volunteered as a FLAIR tutor and:		
am working with a student now	X	
my student has dropped out		
I am ready to take another student		
2. I am not tutoring now because I:		
need a new student		
my schedule has changed		
needed time off from tutoring		
illness of self or family		
3. The teaching training I received was:		
about right	X	
needed more training		
did not need more training		
need teaching ideas		
needed more instructional material		

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4. In working as a tutor I am/was pleased with the experience X or disappointed/frustrated with the experience____ because:

As a long-time teacher, now retired, I missed the satisfaction of watching students learn new things.

5. If I had three wishes about things that would improve the program, they would be:

1. Tutoring for all who want it. More tutors made available. This is more a

2. community interest problem than a program problem. Many people say they would like

3. to tutor, but somehow they just can't seem to find the time. I think we have a very good program, all things considered.

NAME: Ray Rutherford

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F.L.A.I.R. / F.F.L. Library Literacy Programs

Blanchard Community Library

Sept. 2, 1993

Dear Tutor:

It has been a while since you left the FLAIR program. Please take a few minutes to answer the following questions so that we may understand how the program has been a value to you. We need to learn how we can improve. You can help.

Return this form in the stamped envelope.

Thank you.

	YES	NO
1. I had a clear understanding of what was expected of me.	✓	
2. I was given adequate information on program changes & update.	✓	
3. I was given adequate information of program purpose and objectives.	✓	
4. The FLAIR staff was responsive to my needs and requests.	✓	
5. I was able to see progress in my student's reading/writing skills.	✓	
6. My student was motivated and kept appointments, did homework.	✓	
7. I found the tutoring experience very rewarding.	✓	
8. I found the tutoring experience frustrating and disappointing.	~~Sate~~ ✓	
9. I wish I had had another student.	Sate	
10. I would recommend this program to others who want to volunteer.	✓	
11. I would like to return to the tutoring program. Call me at 3x31	Sate	

Please write us about any problems/suggestions you have that may help us improve the program.

I enjoy my [illegible] rewarding
but I felt I [illegible] to [illegible]
[illegible] reading with [illegible]

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Name: [illegible] 22

F.L.A.I.R. / F.F.L. Library Literacy Programs

Blanchard Community Library

Sept. 7, 1993

Dear FLAIR Student:

It has been a while since you left the FLAIR program. Please take a few minutes to answer the following questions so that we may understand how the program affected your life. We need to learn how we can improve. You can help.

Please return this form in the stamped envelope provided.

Thank you.

	CHECK ONE YES	NO
1. It was easy for me to find out about the FLAIR program.	X	
2. I was placed in the program very soon after testing.	X	
3. I was able to see progress in my reading and writing.	X	
4. I have continued to read and write since leaving the program.		X
5. I have continued learning at other schools, high school college.		X
6. I liked my tutor, and felt he/she was interested in my progress.	X	
7. I wish I had had another tutor.	X	
8. I would like to return to FLAIR for more tutoring.	X	

Please write any suggestions you have for improving the program for other students.

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NAME: Julia S. Cantu PHONE: 933-0964

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F.L.A.I.R. / F.F.L. Library Literacy Programs

Blanchard Community Library

ATTACHMENTS #10-12

Dear Interested Tutor:

We welcome your expressed interest in becoming a tutor for FLAIR, the free library literacy program for adults. It is an exciting and rewarding way to give a hand up to someone who is working hard to improve the quality of life for themselves and their families.

A training session is required prior to matching you with a student. Please plan to attend the next training workshop:

DATE: Saturday, October 9, 1993

TIME: 9:30 am

PLACE: Blanchard Community Library
119 No. 8th St.
Santa Paula, CA 93060
(enter through back door)

Call 525-2384 if you cannot attend. If we are not in the office please leave a message on the answering machine. We hope to see you soon.

Sincerely,

Elaine Hunt
Literacy Services
Coordinator

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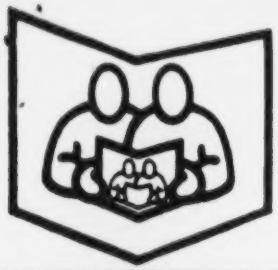
119 N. 8th St. Santa Paula, CA 93060 805-525-2384



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Blanchard Community Library

TO ALL FLAIR TUTORS

Elaine De Arana, an ESL Instructor at Ventura Community College will present a special workshop on techniques, ideas, and methods for working successfully with limited English speaking students. It is very likely that we all either are or will work with students who want to improve their English language skills, so this important workshop is for everyone.

Don't miss this special day!

DATE: Saturday, October 2, 1993

TIME: 10:00 a.m. to 12 noon

PLACE: Blanchard Community Library
FLAIR Computer Room
(enter through the back entrance)

Come enjoy a cookie or two, talking with other tutors, and a lot of good teaching ideas. See you then.

Please call 525-2384 and tell us to save a place for you.

Sincerely,

Elaine

Elaine Hunt
Literacy Services Coordinator

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119 N. 8th St. Santa Paula, CA 93060 805-525-2384

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TO ALL FLAIR TUTORS

It's time for some Big T's

TRAINING, TALKING, AND TOGETHERNESS

Look at the agenda below, pick out the workshop(s) you would like to attend, check the box beside it/them tear it off and mail or bring your registration back to us. For every session you want to attend we'll make a special packet of materials on that topic and reserve a place for you. Y'all come! It's going to be a fun and friendly day.

Date: Saturday, January 30, 1993

Time: 9:00 a.m. on the dot

Place: Santa Paula Community Center
530 W. Main St.
Santa Paula, CA 93060
Sr. Citizens Dining Room
at the back of the building

We'll provide coffee and tea and a cookie or two but if you will be staying past noon bring a brown bag lunch. Also, if you would like for us to talk about a particular teaching/reading problem, note it on the form below.

AGENDA

1.	☐	9:00 - 10:30	Teaching Limited English Speakers
		10:30 - 10:45	Break
2.	☐	10:45 - 12:15	Terrific Teaching Tips and Techniques
		12:15 - 1:00	Lunch
3.	☐	1:00 - 2:30	Teaching Both Sides of the Brain - Learning Styles
		2:30 - 2:45	Break
4.	☐	2:45 - 3:30	What The Heck Is a Learning Disability and Is It Catching?

NAME:_____ **PHONE:**_____

COMMENTS/PROBLEMS:_____

F.L.A.I.R. / F.F.L. Library Literacy Programs

Blanchard Community Library

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